

**ABSTRAK**

**PENINGKATAN SIKAP, MINAT, DAN PRESTASI BELAJAR SISWA  
DENGAN PENDEKATAN PEDAGOGI REFLEKTIF PADA MATA  
PELAJARAN IPS KELAS V SD KANISIUS GAYAM SEMESTER GENAP  
TAHUN PELAJARAN 2010/2011**

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Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan pendekatan pedagogi reflektif meningkatkan 1) sikap belajar siswa, 2) minat belajar siswa, 3) prestasi belajar siswa kelas V SD Kanisius Gayam Semester Genap Tahun Pelajaran 2010/2011 pada Mata Pelajaran IPS kompetensi dasar 2.1 Mendeskripsikan perjuangan para tokoh pejuang pada masa penjajahan Belanda dan Jepang.

Metode penelitian yang digunakan penelitian tindakan kelas (*classroom action research*) pada siswa kelas VB SD Kanisius Gayam sebanyak 24 siswa. Penelitian ini dilaksanakan dalam dua siklus tindakan. Instrumen penelitian berupa 10 item skala sikap dan minat, 5 indikator pengamatan sikap dan minat, 5 indikator wawancara terhadap guru untuk mengukur sikap dan minat belajar, serta 20 soal pilihan ganda untuk mengukur prestasi belajar siswa. Instrumen tersebut telah memenuhi syarat validitas dan reliabilitas berdasarkan analisis statistik. Analisis data dilakukan dengan membandingkan nilai rata-rata kondisi awal, akhir siklus 1 dan akhir siklus 2, serta membandingkan rata-rata kenaikan dengan *T-test*.

Data penelitian menunjukkan, hasil kondisi awal : siklus I : siklus II, pada indikator nilai rata-rata sikap belajar = 61,38 : 68,33 : 80,93, nilai rata-rata minat belajar siswa = 58,25 : 71,25 : 81,47, dan nilai rata-rata prestasi belajar = 67,50 : 69,31 : 78,75. Berdasar hasil tersebut menunjukkan bahwa, nilai rata-rata sikap belajar siswa kondisi awal : siklus I : siklus II mengalami peningkatan secara signifikan, demikian juga pada nilai rata-rata minat belajar siswa, dan pada nilai rata-rata prestasi belajar siswa.

Kata kunci: pendekatan pedagogi reflektif, sikap belajar siswa, minat belajar siswa, prestasi belajar, mata pelajaran IPS.

**ABSTRACT**

**THE ENRICHMENT  
OF STUDENTS' LEARNING ATTITUDE, INTEREST, AND  
ACHIEVEMENT  
THROUGH A REFLEKTIVE PEDAGOGICAL APPROACH  
IN SOCIAL SCIENCE SUBJECT OF GRADE V EVEN SEMESTER –  
KANISIUS ELEMENTARY SCHOOL GAYAM  
ACADEMIC YEAR OF 2010/2011**

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The purpose of the research was to identify whether the implementation of a pedagogical approach was reflective in enrichment of the students': 1) learning attitude, 2) learning interest, and 3) learning achievement in the basic competence of 2.1 in Social Science of the students of grade V - even semester, at Kanisius Elementary School Gayam, academic year of 2010/2011, concerning with "Describing the struggle of national heroes in the Dutch Colonial time and Japanese Occupation Period.

The research method used in this research was a *classroom action research*, with 24 grade VB students of Kanisius Elementary School – Gayam as the subject under research. The research was developed in two cycles of actions with research instruments of ten scale items of attitude and interest, along with 5 indicators of observation on attitude and interest, another 5 indicators concerning interviews with the teacher to measure the students' learning attitude and interest, while a set of 20 multiple choice questions was used to measure the students' learning achievement. The instruments, based on statistical analyses, were qualified for the sake of the validity and reliability of the research. The data analyses was implemented by comparing the mean of achievement at the initial stage, the mean of achievement at the end of the first cycle, and at the end of the second cycle, and comparing the mean of increases by a T-test.

The research data showed that the initial condition : first cycle : second cycle, the indicator of students' mean scores in learning attitude, was 61.38 : 68.33 : 80.93; the mean of the students' learning interest scores was 58.25 : 71.25 : 81.47, and the students' achievement scores was 67.50 : 69.31 : 78.75 . The result indicated that mean of students' learning attitude scores mean of the initial conditions : the first cycle : the second cycle increased significantly, and so were the students' mean of learning interest score and the mean of learning achievements score.

Key terms: reflective pedagogical approach, students' learning attitude, students' learning interest, learning achievement, Social Science Subject